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Brief descriptions are given of programs for culturally deprived in the communities of Bedford, Greenburg, Kingston, and Oppenheim-Ephratah. In the first three, special programs are benefiting elementary grade pupils in middle-class communities. In the fourth, a rural community, above average students with low reading levels are selected for an augmented program.

Goals and programs are briefly listed.

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NEW YORK STATE PROJECT ABLE: PART II

By BERNARD A. KAPLAN

[The description of Project ABLE *began in an initial article appearing in the November 1961 issue of* OPPORTUNITY NEWS-CTS BULLETIN. *At that time programs in six of the sixteen communities were described: Buffalo, Newburgh, Suffern, Syracuse, White Plains and Yonkers. In this issue the programs of four additional communities are described. In the next issue, the remaining six will be described: Albany, New York City, Roosevelt, Schenectady, Utica, Windsor.*—Editor.]

■ BEDFORD: About 45 culturally deprived pupils in grades 2 to 5 in an "upper socio-economic community" will be selected in one of the elementary schools. Remedial reading, curriculum enrichment, and guidance are planned. Additional psychological services, trips to cultural resources, and workshops for the school staff are envisioned. The program is to be conducted to: (1) permit the student and his parents to become aware of potential abilities, (2) make parents aware of cultural activities they can offer their children, (3) offer students individual assistance with reading, homework, and classroom projects by a specially assigned teacher working with the classroom teacher, (4) alert staff to the identification and special learning problems of these students, (5) arrange meetings with cultural leaders in school assemblies, and (6) schedule an intensive health appraisal by the school nurse and doctor, followed by making parents aware of possible medical and financial resources. (Local Coordinator: Mr. George Bondra, Research Assistant, Board of Education, 47 West Hyatt Avenue, Mount Kisco.)

■ GREENBURGH: In this middle class community there are culturally deprived children from low income families, from broken homes, and from families migrated from the South. Additional services—individual testing and counseling, social work with parents and teachers, added clerical assistance—are to be provided. The program in grades K-6 will be reviewed for grouping practices, pupil-teacher ratios, curriculum revision, and enrichment opportunities. Projected activities may provide for increased cultural enrichment, use of new materials and teaching techniques, additional remedial teachers and broadening of supportive services. Workshops for staff and for community representatives are also being organized. (Local Coordinator: Mr. George E. Fitch, Supervising Principal, Board of Education, 475 West Hartsdale Avenue, Hartsdale.)

■ KINGSTON: Sixty, seventh and eighth grade students will be selected for special remedial instruction and grouping.

All sixth grade elementary school students were screened; twenty-five were selected for the program. Those chosen were enrolled at one elementary school, with transportation provided as needed. A teacher, with specialized training in remedial instruction and group guidance, was assigned to these sixth graders.

A remedial reading teacher has been employed to work with all three grades. The school psychologist has assisted in testing, selection, and providing individual and group counseling. A school nurse and a school social worker are working with students and their parents. A guidance counselor will serve as coordinator, as well as visiting the parents of each project student. Trips to colleges and cultural centers will be organized. Community agencies and groups are involved. (Local Coordinator: Mr. Jacob A. Nolfo, Guidance Counselor, Myron J. Michael School, Andrew Street, Kingston.)

■ OPPENHEIM-EPHRATAH: In this rural community in a depressed economic area drop-out rates are high and numbers entering higher education are low. Above average students in grades 4, 5 and 6 with low reading levels have been selected. The first year consists of an augmented program in which selected students will receive individualized and intensified remedial instruction. Case studies and progress records will be maintained so that the project may be evaluated. (Local Coordinator: Mr. Robert Eschler, Elementary Supervisor, Oppenheim-Ephratah Central School R.D. #2, St. Johnsville.)

Dr. Bernard Kaplan is Associate in Education Guidance in the New York State Department of Education and Coordinator of Project ABLE.

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